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EVALUATION OF THE 1965 SECONDARY SUMMER SCHOOL PROGRAM.

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A PILOT JUNIOR HIGH SUMMER SCHOOL PROGRAM, PARTIALLY FUNDED BY THE U.S. OFFICE OF ECONOMIC OPPORTUNITY AND DESIGNED TO PROVIDE STUDENTS FROM ECONOMICALLY AND CULTURALLY DISADVANTAGED AREAS OPPORTUNITIES FOR IMPROVING THEIR SKILLS IN LANGUAGE ARTS (PARTICULARLY READING) AND ARITHMETIC, WAS EVALUATED AFTER ITS INITIATION IN THE OAKLAND, CALIFORNIA, PUBLIC SCHOOLS IN 1965. THE EVALUATION WAS BASED ON QUESTIONNAIRE SURVEYS OF PARENTS, STAFF MEMBERS, AND STUDENTS AND ON PRE- AND POST-PROJECT TEST DATA ON THE METROPOLITAN READING AND ARITHMETIC TESTS, INTERMEDIATE LEVEL, FORMS AM AND BM (WORD KNOWLEDGE, COMPUTATION, AND PROBLEM SOLVING AND CONCEPTS) FOR THE NEARLY 500 SEVENTH, EIGHTH, AND NINTH GRADERS WHO COMPLETED THE 6-WEEK PROGRAM. ALL PARTICIPATING STUDENTS HAD IQ'S OF 90 OR MORE AND WERE AT LEAST 12 MONTHS RETARDED IN READING AND ARITHMETIC. A FOLLOWUP STUDY OF A REPRESENTATIVE 20-PERCENT SAMPLE OF THE SUMMER SCHOOL STUDENTS (ALL IN GRADES 8 AND 9) WAS MADE THE FOLLOWING FALL TO DETERMINE THE RESIDUAL EFFECTS OF THE PROGRAM ON ATTENDANCE AND ATTITUDE RECORDS, GENERAL ACHIEVEMENT, READING ACHIEVEMENT, AND STUDENT SELF-RATING AS COMPARED WITH OTHER STUDENTS AND THE PREVIOUS YEAR OF SCHOOL. TABLES, FIGURES, AND COPIES OF THE QUESTIONNARIES ARE INCLUDED IN THE APPENDIXES. (LS)

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RE 000 163

RESEARCH REPORT

EVALUATION OF THE SECONDARY SUMMER SCHOOL PROGRAM, 1965

RESEARCH DEPARTMENT

OAKLAND PUBLIC SCHOOLS

MCMLXV

Report Number 7

EVALUATION OF THE 1965 SECONDARY SUMMER SCHOOL PROGRAM

Prepared By:

Oakland Public Schools Research Department

In Cooperation With:

Oakland Public Schools Secondary Division

Department of Special Urban Educational Services

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OAKLAND PUBLIC SCHOOLS
Research Department

Evaluation Report of the Secondary Summer School Program, 1965

The Oakland Public Schools embarked on a pilot summer school program which was designed to provide students from economically and culturally disadvantaged areas opportunities for improving their skills in language arts (primarily reading, listening and speaking) and arithmetic. As the program was developed, primary emphasis was placed on helping students improve their language arts skills with particular attention being given to reading skills development. Attention was also given to the development of arithmetic skills. The focus of this report will be presenting summaries of:

The pre- and post-project test data findings
The Questionnaire Survey of Parents
The Staff Evaluation of Summer School
The Student Evaluation of Summer School
The Follow-up Study of the Summer School Project

METHOD

Subjects

The program was designed for about 500 pupils who met the following criteria: All pupils attending the Summer School Program...

1. were Oakland residents
2. had completed 6th, 7th or 8th grade
3. were at least 12 months retarded in reading
4. were at least 12 months retarded in arthmetic
5. were felt to be able to profit from the Summer School Program (an I.Q. of not less than 90 was used as a guide)
6. met the "disadvantaged" criteria set up by the Economic Opportunity Act.

The actual enrollment was 540 as of the end of the first week. Enrollment was on a quota basis assigned to all public and private schools of Oakland. The quota system was based on the number of students the sending school indicated it had who met the reading skill deficiency criteria. The final enrollment at the end of the six-week program was 480. Pupils were assigned to instructional groups, about 25 per class, without regard to grade entering or skill level possessed.

Program

Classes started at 8:30 and were dismissed at 12:30. There was a mid-morning snack break from 10:00 to 10:20. In addition, there was a 45-minute physical activity period at some time during the morning. The instructional time was assigned as follows: two 45-minute periods to language arts; one 45-minute period to mathematics; one 45-minute period to special interest activities such as art, music, homemaking, drama.

Within the framework of these class periods, field trips and assemblies were scheduled with the purpose of providing sources of motivation and meaning for the intensive remedial instructional program. Each class, then, was scheduled for field trips and assemblies for a total time that was equivalent to about one morning per week. This means that each student received a total of about 6 hours per week of in-class remedial instruction in language arts with emphasis on reading and about 3 hours per week of in-class remedial instruction in mathematics or a total of 36 hours in language arts and 18 hours in mathematics over the 6-week session.

Evaluation Instruments

The following instruments were administered at the beginning and conclusion of the project:*

Metropolitan Reading, Intermediate Level, Form Am (beginning); Form Bm (conclusion) (1958 edition)
- Word Knowledge
- Reading

Metropolitan Arithmetic, Intermediate Level, Form Am (beginning); Form Bm (conclusion) (1958 edition)
- Computation
- Problem Solving and Concepts

The following instruments were administered only at the conclusion of the project:

- The Questionnaire Survey of Parents
- The Staff Evaluation of Summer School
- The Student Evaluation of Summer School

RESULTS

Pre-Project Data

In Table 1 is presented, by grade level, the distribution of the grade equivalent scores obtained by the students at the beginning of the project. These same data are presented in graphic form in Figure 1.

(See Table 1 and Figure 1 in Appendix 4, Pages 1 & 2)

It is quite apparent from this display that a considerable grade equivalent score range obtains for each of the grade levels on the Word Knowledge and Reading Comprehension subtests. A slightly smaller range can be observed for the arithmetic subtests. An inspection of pre-project score distributions will indicate that for the entering 7th grade group

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* The analysis was limited to the test data obtained from students who had completed pre- and post-project tests.

their median Word Knowledge and Reading scores are about 2 grade levels below the level that would be considered their expected grade level achievement--assuming that a high correlation would exist between their vocabulary and reading skills and the grade they are entering. For the entering 8th grade students, their pre-project median scores for the same skill areas are 3 grade levels below expectancy; the entering 9th have pre-project median scores on Word Knowledge and Reading subtests that are about 3½ grade levels below expectancy. On the arithmetic subtests, again in terms of the medians, the entering 7th grade pupils are about one grade level below expectancy; the 8th, a little over 2 grade levels below expectancy; the 9th are nearly 3 grade levels below expectancy.

Thus, while the discrepancy between the obtained and expected pre-project median grade scores is somewhat greater for all grade level groups on the Word Knowledge and Reading subtests than on the Arithmetic subtests, the trend of discrepancy for all skill areas tested increases in about the same proportion for each higher grade level group. This trend is consistent with the results frequently obtained on students with skill deficiencies.

End-Of-Project Data

In Table 2 and Figure 2, post-project results are presented in the same formats as the pre-project results.

(See Table 2 and Figure 2 in Appendix A, Pages 3 & 4)

In general, there is relatively little difference in the total score range between the pre- and post-project test results. Some gains can be observed at the median as well as at some of the lower and upper quartile points.

To reflect the impact of the summer project, the pre- and post-project test results are more directly compared now in Table 3.

(See Table 3 in Appendix A, Page 5)

These same data are presented in graphic form in Figure 3 (Vocabulary and Reading) and Figure 4 (Arithmetic Computation and Problem Solving).

(See Figures 3 and 4 in Appendix A, Pages 6 & 7)

The data in Table 4 indicate that at the median, reliable differences in gain scores (i.e., the difference between pre- and post-project test results) occur at grades 7 and 8 in Reading Comprehension and occur at grade 9 in Arithmetic Problem Solving and Concepts. Reliable differences in gain scores can also be noted at the upper quartiles for grade 8 in Reading Comprehension and Arithmetic Computation. At grade 9, a reliable gain score difference can also be noted on the Reading Comprehension subtest for the lower quartile.

(See Table 4 in Appendix A, Page 8)

Questionnaire Data:

At the end of the project, opinions and ratings concerning the summer school project were secured from pupils, parents, and teachers. A record of the tabulated responses for the pupil and parent questionnaires can be found in Appendix A, Pages 9&10. A brief summary of the tabulated responses to these questionnaires and rating forms is provided here:

Pupil Questionnaire:

A. Boy-girl ratio--a slightly larger number of girls (230) than boys (193) attended the Summer School although the difference is not a significant one. ($\chi^2 = 3.42$, $p > .05$)

B. A highly significant number of students responded that they very much liked coming to summer school (164) in comparison to the number that answered they did not like coming (41). ($\chi^2 = 15.26$, $p < .001$)

C. A highly significant number of students would like to come to summer school (232) again next summer in contrast to the number that indicated they would not like to attend again (177). ($\chi^2 = 7.69$, $p < .01$)

D. In terms of activities or features they liked about the summer school the breakdown for a random sample of 100 students was as follows:

	N	
Trips	62	(Since these were free responses and the
Recess, Games	49	number varied, percentages were not
Snacks	24	computed.)
Assembly	24	
Arithmetic	14	
Reading	17	

E. Things liked least: There was a tendancy for students to cite what they regarded as restrictive measures. For instance, the pupils mentioned the requirement that before engaging in various non-class activities such as snack time they apparently had to line up.

Parent Questionnaire:

The parents whose opinions were sampled were generally pleased with the services provided and would like to see summer school offered again. When asked to rate the amount of reading they've observed their children accomplishing at home during the course of the summer school program, nearly 3 out of 4 parents indicated that more reading was being done. In the area of arithmetic, eight out of ten parents felt that their children were able to handle that subject better as a result of their summer school experiences.

A group of responses of the type: "Should have more classwork and homework," suggests possible need for re-examining the parent orientation program to determine whether the content and scope of the summer school program is fully enough explained at the parent orientation meeting. See Appendix A, page 9 for the tally of responses and some examples of comments made.

Teacher Questionnaire:

Teachers frequently mentioned the great age and reading and arithmetic skill range of the students in their classes. Below are listed representative responses to the open-ended questions; they are grouped under three headings:

1) Factors, circumstances that seemed to enhance the project; 2) Factors, circumstances that appeared to limit the project; 3) Suggestions for further study.

1) Factors enhancing the summer school project:

- Availability of resource persons
- Lack of pupil competition for grades
- Freedom to try variety of techniques
- Relaxed atmosphere
- Exchange of classes among teachers for special work
- Provision for a number of field trips
- Self-contained classroom structure
- Lack of pressure on teacher and pupils (e.g., no assigning or receiving grades)
- Time to prepare instructional activities
- Interest of students
- Fine teaching climate
- Administrator's excellent help

2) Limiting circumstances:

- Age span too great
- Skill span too great
- Too many "slow learners"
- Need for improved planning for field trips
- Need for improved planning for use of resource persons
- Children with behavior problems too prevalent
- No tangible means to evaluate progress--pupils did not put forth best effort
- Little continuity in programming of homeroom class
- Need for guidance function to be explained to parents
- Class size too large

3) Suggestions for possible improvement: (In addition to those listed above relating to lessening the prevalence of limiting factors.)

- Involvement of parents--particularly in guidance program purposes
- More concentration on Reading and Arithmetic
- Resource persons should be given opportunity to work in their own area,(e.g., should not have a regular class or homeroom)
- Field trips should not repeat trips of academic year
- Study the programming in shop, art classes for possible greater effectiveness
- Study the assemblies to see ways to improve

- More opportunities for students to develop independence and leadership
- Consider possible use of team teaching ideas
- Physical Education program needs studying to learn of ways of getting more students to participate

Discussion

From the test data presented above, it appears that the summer school project's impact can be observed most clearly in the area it was designed to be felt, that is, reading comprehension skills--an impact that is manifest over the three grade level groups. Reliable gains were also achieved at some skill levels on the arithmetic computation as well as on the problem solving and concept subtests--areas which received relatively less attention. Whether or not these gains are about what one would expect, in terms of the learning potential of the students, is not readily ascertainable from these data. However, if one applied the rule-of-thumb baseline of a month of growth for a month of instruction, the results reported above would seem to meet that criterion in several of the skills tested at several levels.

It is possible that in some cases the reduction in the range of scores and, in other cases, the slight increase in range between pre- and post-project results can be explained by regression and measurement error effects. The regression effects would operate to raise post-project test scores of those at the low end of the distribution and lower the scores at the upper end of the distribution. Since the regression and measurement error effects operate differently, they would tend to cancel each other out, thus resulting in a range increase in some cases and a decrease in others. Additionally, the ceiling of the tests may well have been reached by some pupils, a factor which affects the range as well.

The decision to assign students to classes without regard to the grade they were entering appears to have had some test data support since the median test scores of the three grade level groups are quite similar in the mathematics areas at both the beginning and conclusion of the project. However, the distribution of Word Knowledge and Reading Comprehension test scores suggests there was less similarity among the grade level groups in these skill areas. If conditions prevail in subsequent summer school programs (e.g., staffing problems) such that pupils from different grade level groups must again be combined, an entering 7th and 8th grade grouping might turn out to have more test data support; i.e., assuming that the skill levels of next summer's 7th and 8th grade students are as similar as this summer's, leaving the 9th grade to be taught as a separate group. Further, the maturity range alone offers strong argument for a careful study of sectioning in planning for such a project in the future.

The question arises whether or not the reading skill deficiencies of those falling in the lower quartile were optimally remedied by the procedures and materials employed. Some teachers cited the number of "slow learners" as a limiting circumstance in the make-up of the groups. However, if the selection procedure was followed as outlined (only students in the upper 75% of the scholastic aptitude distribution--national norm), then there should have been few, if any, "slow learners" enrolled.

The question of whether or not there were significant numbers of "slow learners" is a matter of the extent to which the scholastic aptitude criteria cited above was followed. It is quite possible that many students who were later regarded as being "slow learners" were ones whose reading skill deficiencies were so severe that the instructional program that was provided simply did not reach these students.

Since it is necessary that the instructional program for those students who fall in the lowest quarter of the test score distribution be tailored specifically to remedying their reading skill deficiencies, it is highly desirable that as plans are made for future summer school programs consideration be given to the administration of diagnostic reading tests following the survey test usually administered at the start of the summer school program. The follow-up diagnostic test should be administered at least to the lowest quarter students.

General Summary of Summer School Data

This report has presented data, objective and subjective, secured during the operation of the Oakland Public School 1965 Secondary Summer School project--a program funded by the Office of Economic Opportunity and the Oakland Public Schools. The test data indicate that reliable test score gains were made by some grade groups, in some skill areas (e.g., reading comprehension and arithmetic--computation and problem solving). Students, parent and teacher opinions concerning the summer school project were presented. Teachers' suggestions for possible improvement were also included. Following the presentation of the data, the findings were discussed.

Follow-Up Study

Provision was made in the evaluation design of the 1965 Secondary level Summer School Project that a study be made of the kinds of effects the summer school program had on the student after classes had resumed in the fall.

METHOD

Subjects

All 8th and 9th grade summer school students in four schools were selected for the sample. The students in these four schools (Roosevelt, Hamilton, Havenscourt and Hoover) were selected for the following reasons:

1. They were judged to be representative of the total number in Summer School attendance.

2. Eighth and ninth grade students were selected so that ratings by administrative and teaching personnel of these schools could be obtained in which comparisons between student attendance and achievement patterns between this fall and the last year could be made. The sample breakdown by schools and sex is as follows:

	Hamilton		Havenscourt		Hoover		Roosevelt		Totals for all four schools		
	8th	9th	8th	9th	8th	9th	8th		8th	9th	
B.	3	4	6	6	2	3	6	11	17	24	
G.	5	3	6	2	3	5	12	17	26	27	
Total	8	7	12	8	5	8	18	28	43	51	94

94/480 = 20%

Thus, the students of these four schools represent approximately a 20% sample (94/480) of those in attendance during the 6th week of the summer school.

The boy/girl (B./G.) ratio of this sample is approximately in the same proportion as the summer school enrollment.

Procedure

Opinions concerning the effects of the Summer School Program were sought, by means of questionnaires, from the staff and students of each school selected for study. All questionnaires were delivered personally the week of December 1, 1965, to the principal of each school, who in turn distributed the questionnaires to persons involved. Completed questionnaires were eventually returned by all schools to the Research Department soon after the resumption of school in January.

The questionnaire forms and tabulated responses can be found in Appendix B.V pp. 16-24 A brief description of the questionnaires follows:

Principal and Counselor's Questionnaire - The areas covered by the questionnaire are: the student's attendance, attitude and achievement record now as compared to last year.

Teacher's Questionnaire - The areas are: the student's attendance, attitude, general achievement and specific reading achievement record now compared to that of other students in the teacher's class. This questionnaire was completed by the English, Math, Social Studies and Science teachers of the eighth grade students; the English, Science and Math teachers of the ninth grade students. The teachers were also asked to indicate the student's grade average to date of completion of the Questionnaire.

Student's Questionnaire - The areas to be rated are concerned with the student's perception of the various aspects of his reading skills, amount of reading he does, his present grades and interest in the classes listed under "Teacher" above as well as his perception of how he's doing now in sub-areas to be rated in these classes compared to last year.

RESULTS

Teacher Questionnaire

The number of teachers in each subject field in the follow-up study assigning ratings to Summer School students in each category are presented in Tables 5 (grade 8) and 6 (grade 9).

(See Tables 5 and 6 in Appendix B, Pages 1 & 2)

In the interest of brevity, a detailed analysis of these ratings will be limited to those assigned by the English department staffs.

8th Grade Boys: (English classes)

Nearly a half of the summer school boys were rated as maintaining a better attendance record than the other students in these classes.

A little over a fourth of them were judged as displaying a better attitude than their classmates. A little over 10% of them were viewed as making a better achievement record than their peers while one-half of them were judged as achieving less well than their classmates.

When their ability to achieve was taken into account, a little over one-half of the 8th grade summer school boys were judged by their teachers as performing less well than expected.

A little over 10% of the summer school boys are judged by their English teachers as demonstrating skill in reading that is better than most of their classmates while a third of them were viewed as having reading skills that are lower than most of their peers.

Compared with the amount of reading accomplished by the other students in their class, nearly one-half of the 8th grade summer school boys were rated as reading less than most of their classmates.

8th Grade Girls:

Two out of three of the girls were regarded by their English teachers as maintaining a better attendance record than most of their classmates, while nearly a half of them were rated as showing a better attitude than most of their peers. Nearly a third of the 8th grade summer school girls were rated as achieving at a higher level than most of their classmates; however, nearly 4 out of 10 were judged to be achieving at a lower level than most of the other students in their English class. When account was taken of their ability to achieve, nearly 10% of the 8th grade girls in the follow-up study were judged by their English teachers as achieving above expectation while a little over 40% of them were rated as achieving below expectation.

In general reading skills, a little over one out of four were rated as performing at a level higher than most of their classmates, while two out of three of them were judged to be reading at a level below most of their classmates. Fifteen percent of the girls were felt to be reading more than most of the other students in their English class; however, a little over 4 out of 10 were judged to be reading less than most of their classmates.

9th Grade Boys: (English classes cont'd.)

Over one-half of the boys in the follow-up study were judged to be maintaining a better attendance record than most of their classmates; a little over one out of three of them were rated as exhibiting a better attitude than their peers.

In achievement, when compared to the others in their class, about 1/5 of the boys were judged to be performing better, while a little over a third of those in the follow-up sample were observed as achieving less well than their classmates. Using as a base their ability to achieve, a

little less than 15% were viewed as surpassing the achievement level expected of them, while nearly 40% were judged to be achieving at a level that was below expectation.

In contrast to this last trend, in general reading skills, nearly 40% were rated as manifesting a higher performance than most of the others in their class while less than one in five were rated as performing less well than their classmates in this area. In terms of the amount of their reading, nearly 20% of the ninth grade boys in the follow-up study were observed as doing more than most of their classmates as against a little over a third who were judged to be reading less.

9th Grade Girls:

About three out of four of the girls were rated as maintaining a better record in attendance and attitude than most of their classmates. Nearly four out of ten of them were judged to be achieving at a level higher than their classmates while one fifth of them were rated as doing less well.

Against the background of their assumed ability to achieve, about 15% were rated as achieving at a level that was higher than expected. Nearly a third of them were felt to be performing at a higher level than most of their classmates in general reading skills and the amount of reading they were accomplishing.

Teacher Ratings: grouped into high and low categories

Detailed comparisons like the above of the ratings assigned the students by the teachers in the other subject areas can be made by the reader.

Since the number of ratings assigned by teachers in each of the subject fields at each grade level are not large enough to assure one of their stability, it is more useful to focus on the total frequencies of the high and low ratings assigned in all subject fields. These data are presented in Table 7.

(See Table 7 in Appendix B, page 3)

An inspection of the data in Table 7 suggests that, in general, summer school students at both the 8th and 9th grade levels were judged to be maintaining a better attendance and attitude record than most of their classmates (the trend is statistically significant except in the instance of the attitude record for the 8th grade boys).

In the area of achievement, there is a slight, though non-significant, trend for more 8th grade summer school students to be rated as performing less well than their classmates in contrast to the number rated as performing better than most of their classmates. At the 9th grade an opposite, although non-significant, trend is apparent for the girls; a slightly greater number of them were rated as achieving at a level higher than most of their classmates while an equal number of high and low ratings were assigned the boys.

When their achievement is rated against their apparent ability to achieve, the pattern is consistent for both 8th and 9th grade students: a higher proportion of them were viewed as performing at a level below expectancy compared with the proportion that was judged to be performing

above the level of achievement which their teachers felt they could succeed.

In the area of general reading skills, there was a tendency among the 8th grade students (significant for girls only) for a greater number of them to be rated as reading better compared with the number rated as reading less well than their peers; at the 9th grade the proportion of high and low ratings in this area was about equal.

In the last area rated, amount of reading, the trend (significant for 8th grade boys only) is consistent for all (except the 9th grade girls): a somewhat greater proportion of low ratings was given. In the case of the 9th grade girls, a slightly greater number of them received high ratings.

The tests of statistical significance referred to above are presented in Tables 8 and 9.

(See Tables 8 and 9 in Appendix B, pages 4 & 5)

To assess whether any significant differences occur between boys and girls in the number of high and low ratings assigned, Chi Square tests were performed on these frequencies. The results of these tests are presented in Tables 10 (grade 8) and 11 (grade 9).

(See Tables 10 and 11 in Appendix B, pages 6 & 7)

Although 8th grade girls tended to receive more high and low ratings than 8th grade boys in all areas, it was only in the number of high ratings in attitude 8th grade girls were assigned that a significant difference was found. Ninth grade girls also surpassed the 9th grade boys at a statistically significant level in the number of low ratings teachers assigned them for the attendance record they were maintaining. There were no significant differences in any of the other categories at either grade level between the number of high and low ratings boys and girls received.

Grades

The distributions of grades assigned to the summer school students by the various teachers are presented in Table 12.

(See Table 12 in Appendix B, page 8)

Again, to facilitate analysis the grades have been separated in Table 13 into high (A and B grades) and low (D and F grades) groups.

(See Table 13 in Appendix B, page 9)

In the English classes in grades 8 and 9, it can be observed that about one in five of the girls were assigned high grades while none of the boys received grades in this grouping. In Science classes, nearly 1/5 of the 8th grade girls and 1/3 of the 9th grade girls received grades in the high category. Boys fared a little better here: 6% of the 8th grade boys and 17% of the 9th grade boys received grades in the high grouping. In Mathematics, one third of the 8th grade girls received high grades while only a small percentage of the 8th grade boys and the 9th grade boys and girls were assigned high grades.

When the attention is directed to the overall proportion of high versus low grades assigned to boys and girls at both grade levels, the trend is quite apparent-- a greater number of low grades were assigned.

Although tests of significance were not computed (the differences in the frequencies between high and low grades is obviously large), it is

quite probable that there would be no significant differences between the proportion of high and low grades assigned girls. For boys, the likelihood of significantly more low grades being assigned is certainly present.

Student Questionnaire

The number and corresponding percentages of summer school students' self-ratings in English, Social Studies and Science (grade 8) and in English and Science (grade 9) are presented in Tables 14 (grade 8) and 15 (grade 9).

(See Tables 14 and 15 in Appendix B, pages 10 & 11)

The rating data for the Mathematics classes are presented separately in Table 16 because the areas in which the students rated their work were different.

(See Table 16 in Appendix B, page 12)

The record of the students' self-ratings in general areas of their school work are presented in Table 17.

(See Table 17 in Appendix B, page 13)

A review of all of these tabled findings reveals that very few students rated themselves in the areas listed as performing less well now than last year.

Since most of the students' self-ratings fell either in the "Better Than" or "About the Same As" categories, Chi Square tests were computed only for the differences between frequencies occurring in these two categories. Those differences that are statistically significant are indicated by asterisks. Owing to the fact that all of the differences between frequencies which are statistically significant are those in which the higher frequency occurs in the "Better Than" category, the asterisks were entered by the frequencies in this category.

To facilitate comparisons of instances where significant differences between frequencies occur in these student self-ratings, Table 18 has been prepared.

(See Table 18 in Appendix B, Page 14)

It can be observed that the one area of their present work in which all students rated their performance now as better than last year is: speed with which they can read the materials in their English class. It can also be noted that when evaluating their work in their Social Studies class, the students assigned about an equal number of ratings under the "Better Now" and "Same As" categories-- the single exception being the 8th grade girls, a significant number of whom more often rated their skill in reading Social Studies materials as being "Better Now". There is a general tendency for more significant differences to be found for 8th grade girls, with the greatest number of them occurring in the Science area.

Principal and Counselor Questionnaires

The tabulations of the Principal/Counselor ratings of the 8th and 9th grade students' attendance, attitude and achievement records are presented in Table 19.

(See Table 19 in Appendix B, page 15)

Summaries of the trends suggested by these tabulations follows:

8th Grade Boys:

About 1/5 of the 8th grade boys were judged to be maintaining a better attendance and achievement record this fall compared to the total record last year. Nearly 1/5 of them were judged to be manifesting a better general attitude now than last year.

8th Grade Girls:

In attitudes, half of the girls were judged to be better this fall than last year. About one out of three of them were judged to be making a better attendance and achievement record now than last year.

9th Grade Boys:

A little less than 10% of the boys were felt to be maintaining a better attendance record now than last year. The attitude and achievement records of nearly a third of them were judged to be better this fall than last year.

9th Grade Girls:

About one out of three of the girls were rated as establishing better attendance records this fall over last year. One out of every two girls rated were judged as manifesting better achievement records this fall as compared to last year.

Summary of the Follow-up Study

The focus of this follow-up study has been on the residual effects the 1965 Summer School had on the students after classes had resumed in the fall. To assess these effects, the judgments concerning student performance in selected school subjects were sought, through rating scales, from the administrative and teaching staffs of four schools assumed to be generally representative of all Oakland schools sending students to summer school. To further assess these effects, self-rating scales were administered to all of the students of these schools who had attended summer school. Tests of statistical significance were computed for the data derived from the rating schedules. A few of the findings that appear to be tenable-- to the extent that the data are reliable-- are cited here.

- Attendance and attitude records
  - Compared to other students-- summer school students are apparently maintaining better records.
  - Compared to last year - at least some of the summer school students are establishing better records this year.
- Achievement: general
  - Compared to other students - there is a tendency for 8th grade students to be doing somewhat less well.

- Compared to last year-- one out of three, on the average--are making better achievement records.

• Achievement: reading

- Eighth grade girls tended to be rated as surpassing the reading achievement levels of their peers.

• Student self-rating

- In the view of the students themselves, there was a general tendency for them to regard their performance in selected school subjects as better now than last year.

- A large proportion of the students noted that, in general, their speed of reading was better this year than last year.

Richard A. Laliberte
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RAL: kfc
njk

Approved:
Alden W. Badal
Director of Research

May 23, 1966

TABLE I

Distribution of the Metropolitan Reading and Arithmetic Grade Equivalent Scores Achieved by 7th, 8th and 9th Grade Oakland Students at the Beginning of the 1965 Summer School, Showing Quartiles, Median and Range

GRADE		READING		ARITHMETIC	
		Word Knowledge	Reading Comprehension	Computation	Problem Solving
		Pre-Project	Pre-Project	Pre-Project	Pre-Project
7	N	166	189	186	178
	Q_3	5.6	5.5	6.6	6.5
	Mdn	4.7	4.5	6.0	5.7
	Q_1	4.0	3.8	5.3	4.9
	Range	2.0 - 10.0+	2.0 - 10.0+	3.8 - 8.8	3.1 - 9.0
8	N	124	132	130	132
	Q_3	6.0	5.7	6.3	6.3
	Mdn	5.1	4.7	5.8	5.6
	Q_1	4.5	3.8	5.3	5.0
	Range	2.0 - 10.0+	2.3 - 10.0	3.0 - 10.0	4.2 - 10.0
9	N	91	103	102	98
	Q_3	6.6	6.6	7.2	7.0
	Mdn	5.1	5.5	6.3	6.0
	Q_1	4.5	4.4	5.6	5.3
	Range	3.0 - 10.0+	2.5 - 10.0	4.3 - 10.0	3.8 - 9.0

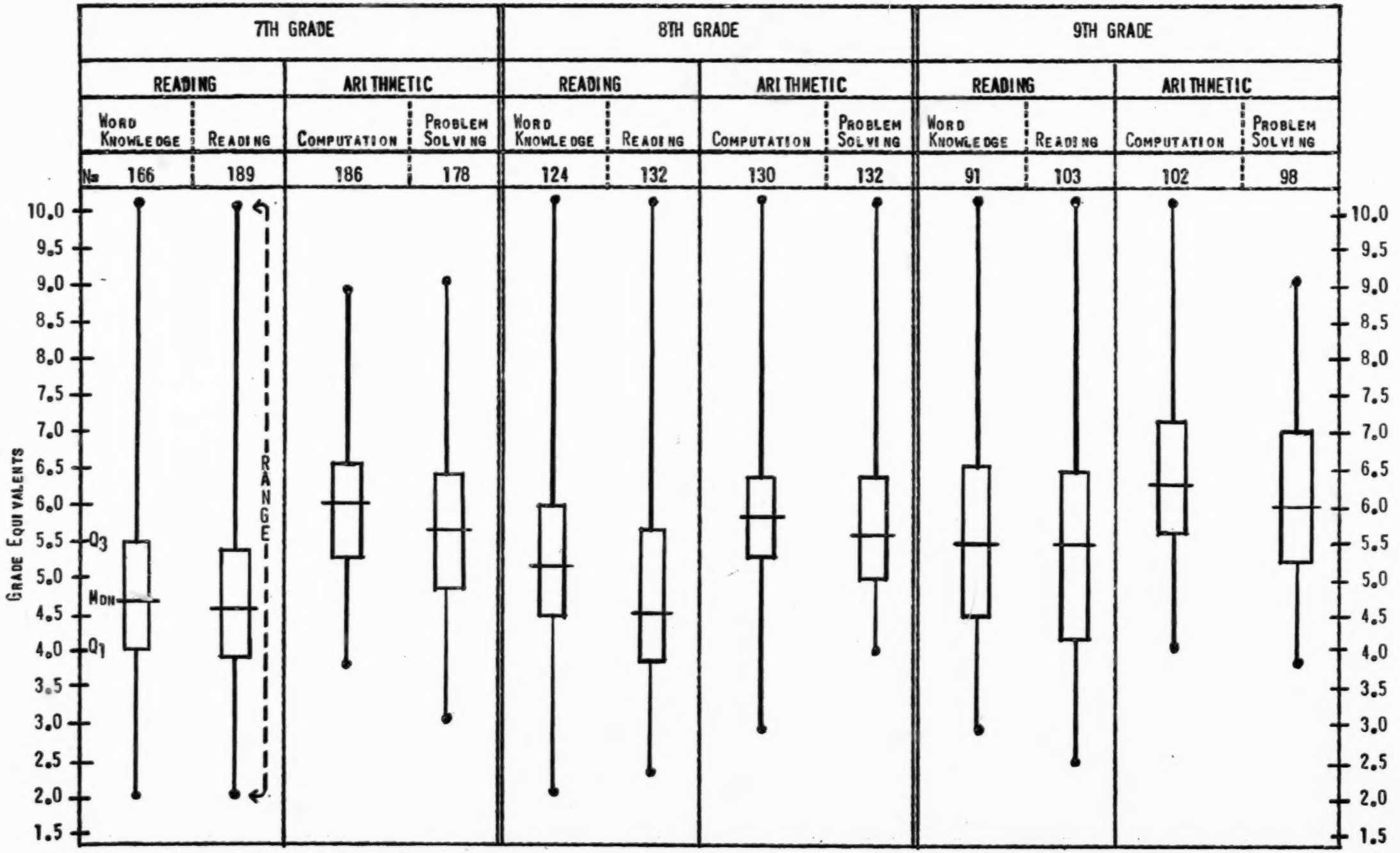

FIG. 1. GRAPHIC DISPLAY OF THE DISTRIBUTION OF PRE-PROJECT METROPOLITAN VOCABULARY, READING AND ARITHMETIC GRADE EQUIVALENT SCORES ACHIEVED BY THE 7TH, 8TH AND 9TH GRADE OAKLAND STUDENTS AT THE BEGINNING OF THE 1965 SUMMER SCHOOL SHOWING MEDIAN, QUARTILES AND RANGE.

TABLE 2

Distribution of the Metropolitan Reading and Arithmetic Grade Equivalent Scores Achieved by the 7th, 8th and 9th Grade Oakland Students at the End of the 1965 Summer School, Showing Quartiles, Median and Range

GRADE		READING		ARITHMETIC	
		Word Knowledge	Reading Comprehension	Computation	Problem Solving
		Post-Project	Post-Project	Post-Project	Post-Project
7	N	166	189	186	178
	Q_3	5.8	5.7	6.7	6.8
	Mdn	4.9	4.9	5.9	6.0
	Q_1	4.0	4.0	5.3	5.3
	Range	2.0 - 10.0+	2.0 - 10.0	3.4 - 8.6	3.4 - 8.6
8	N	124	132	130	132
	Q_3	6.4	6.3	6.8	6.5
	Mdn	5.3	5.1	6.0	5.8
	Q_1	4.3	4.0	5.3	5.1
	Range	2.0 - 10.0+	2.6 - 10.0	2.8 - 9.0	3.4 - 10.0
9	N	91	103	102	98
	Q_3	6.9	6.8	7.3	7.2
	Mdn	5.6	5.7	6.3	6.4
	Q_1	4.7	4.9	5.6	5.4
	Range	3.0 - 10.0	2.0 - 10.0	4.2 - 10.0	3.4 - 10.0

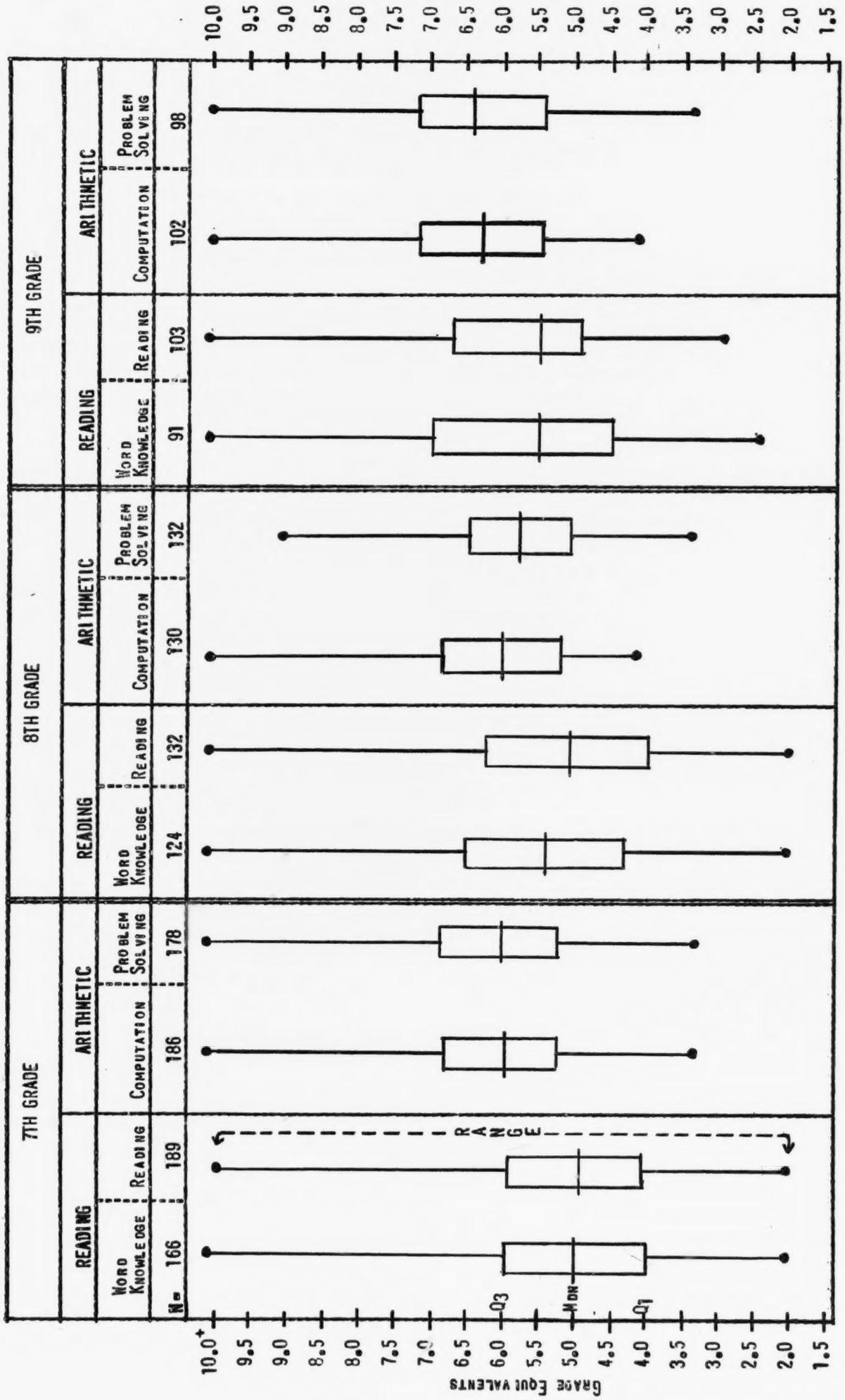

FIG. 2. GRAPHIC DISPLAY OF THE DISTRIBUTION OF METROPOLITAN READING AND ARITHMETIC GRADE EQUIVALENT SCORES ACHIEVED BY THE 7TH, 8TH AND 9TH GRADE OAKLAND STUDENTS AT THE END OF THE 1965 SUMMER SCHOOL SHOWING QUARTILES, MEDIAN AND RANGE.

TABLE 3

Distribution of Metropolitan Reading and Arithmetic Grade Equivalent Scores Achieved by 7th, 8th and 9th Grade Oakland Students at the Beginning and End of the 1965 Summer School, Showing Quartiles, Median and Range

GRADE		READING				ARITHMETIC			
		Word Knowledge		Reading Comprehension		Computation		Problem Solving	
		Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
7	N	166	166	189	189	186	186	178	178
	Q_3	5.6	5.8	5.5	5.7	6.6	6.7	6.5	6.8
	Mdn	4.7	4.9	4.5	4.9	6.0	5.9	5.7	6.0
	Q_1	4.0	4.0	3.8	4.0	5.3	5.3	4.9	5.3
	Range	2.0 - 10.0+	2.0 - 10.0+	2.0 - 10.0+	2.0 - 10.0	3.8 - 8.8	3.4 - 8.6	3.1 - 9.0	3.4 - 8.6
8	N	124	124	132	132	130	130	132	132
	Q_3	6.0	6.4	5.7	6.3	6.3	6.8	6.3	6.5
	Mdn	5.1	5.3	4.7	5.1	5.8	6.0	5.6	5.8
	Q_1	4.5	4.3	3.8	4.0	5.3	5.3	5.0	5.1
	Range	2.0 - 10.0+	2.0 - 10.0+	2.3 - 10.0	2.6 - 10.0	3.0 - 10.0	2.8 - 9.0	4.2 - 10.0	3.4 - 10.0
9	N	91	91	103	103	102	102	98	98
	Q_3	6.6	6.9	6.6	6.8	7.2	7.3	7.0	7.2
	Mdn	5.5	5.6	5.5	5.7	6.3	6.3	6.0	6.4
	Q_1	4.5	4.7	4.4	4.9	5.6	5.6	5.3	5.4
	Range	3.0 - 10.0+	3.0 - 10.0	2.5 - 10.0	2.0 - 10.0	4.3 - 10.0	4.2 - 10.0	3.8 - 9.0	3.4 - 10.0

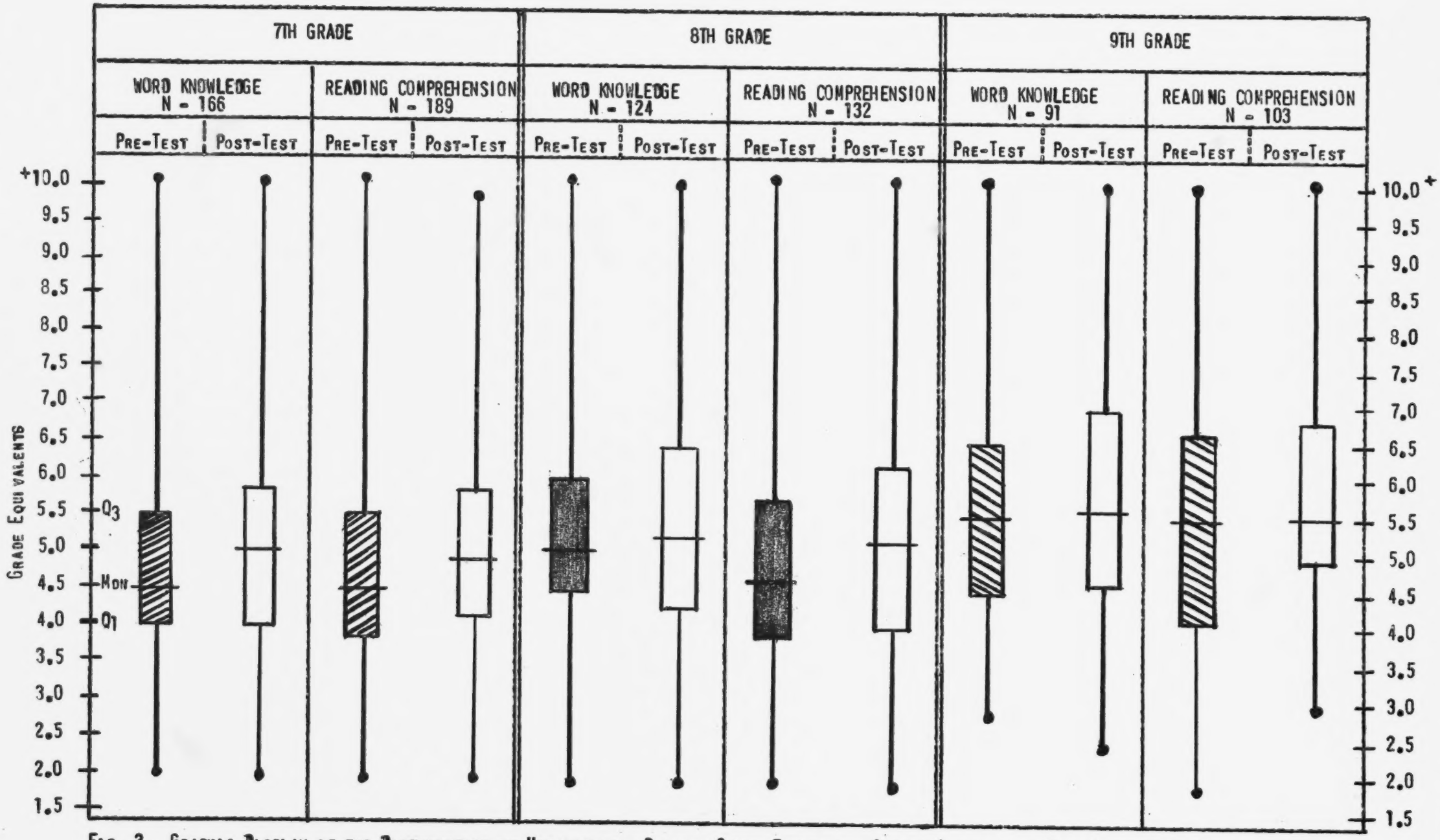

FIG. 3. GRAPHIC DISPLAY OF THE DISTRIBUTION OF METROPOLITAN READING GRADE EQUIVALENT SCORES ACHIEVED BY 7TH, 8TH AND 9TH GRADE OAKLAND STUDENTS BEFORE AND AFTER THE 1965 SUMMER SCHOOL SHOWING RANGE, QUARTILES AND MEDIAN.

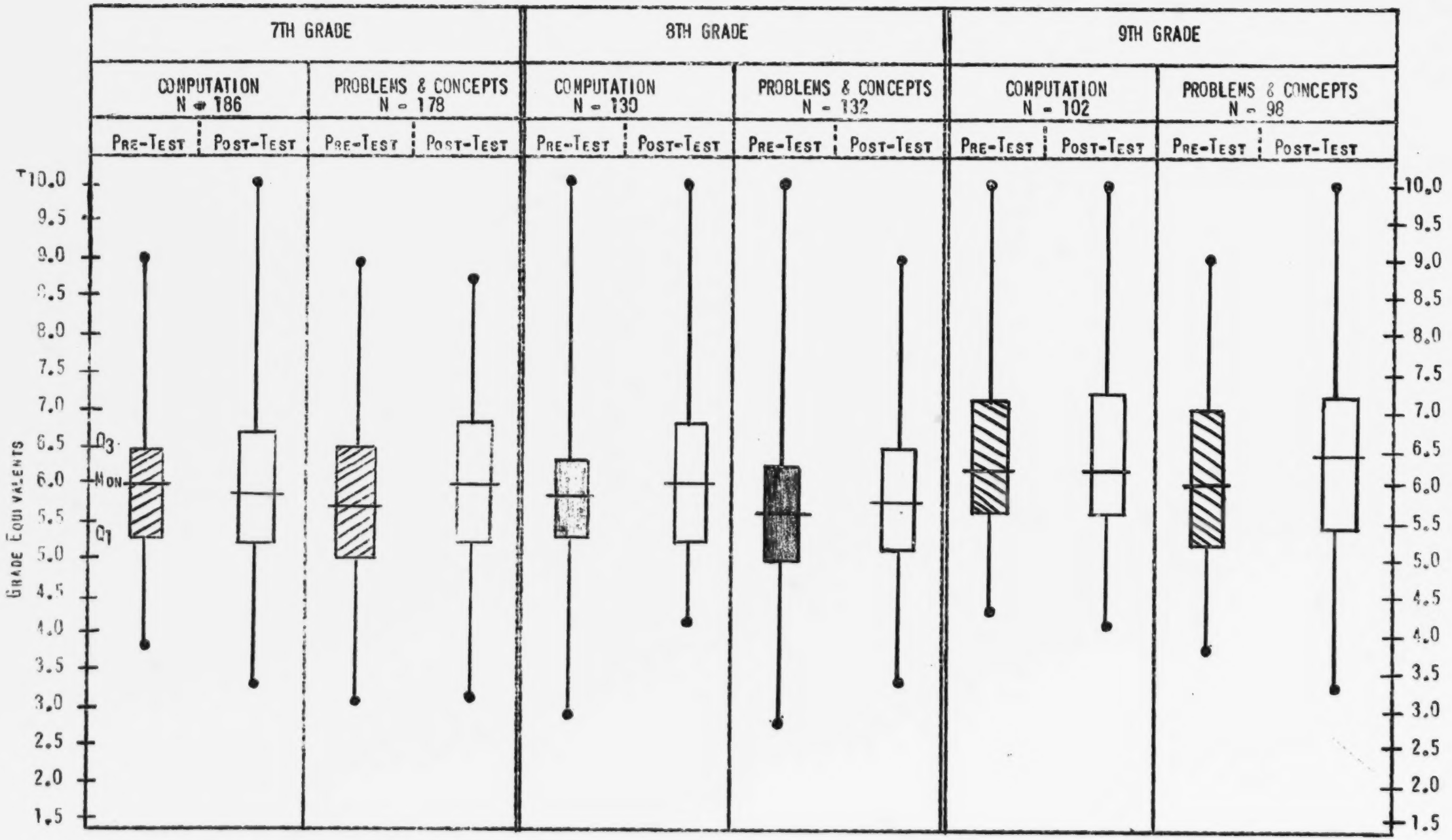

FIG. 4. GRAPHIC DISPLAY OF THE DISTRIBUTION OF METROPOLITAN ARITHMETIC GRADE EQUIVALENT SCORES ACHIEVED BY 7TH, 8TH AND 9TH GRADE OAKLAND STUDENTS BEFORE AND AFTER THE 1965 SUMMER SCHOOL - SHOWING, IN GRADE EQUIVALENTS, THE SCORE RANGE, QUARTILES AND MEDIAN.

TABLE 4

Distribution of Metropolitan Reading and Arithmetic Grade Equivalent Scores Achieved by 7th, 8th and 9th Grade Oakland Students at the Beginning and End of the 1965 Summer School Showing Quartiles, Median, Range and Gain Score Differences

GRADE		READING						ARITHMETIC					
		Word Knowledge			Reading Comprehension			Computation			Problem Solving		
		Pre-Test	Post-Test	Gain Score Difference	Pre-Test	Post-Test	Gain Score Difference	Pre-Test	Post-Test	Gain Score Difference	Pre-Test	Post-Test	Gain Score Difference
7	N	116			189			186			178		
	Q3	5.6	5.8	0.2	5.5	5.7	0.2	6.6	6.7	0.1	6.5	6.8	0.3
	Mdn	4.7	4.9	0.2	4.5	4.9	0.4 *	6.0	5.9	-0.1	5.7	6.0	0.3
	Q1	4.0	4.0	-	3.8	4.0	0.2	5.3	5.3	-	4.9	5.3	0.4 *
	Range	2.0-10.0+	2.0-10.0+		2.0-10.0	2.0-10.0		3.8-8.8	3.4-8.6		3.1-9.0	3.4-8.6	
8	N	124			132			130			132		
	Q3	6.0	6.4	0.4	5.7	6.3	0.6 *	6.3	6.8	0.5 *	6.3	6.5	0.2
	Mdn	5.1	5.3	0.2	4.7	5.1	0.4 *	5.8	6.0	0.2	5.6	5.8	0.2
	Q1	4.5	4.3	-0.2	3.8	4.0	0.2	5.3	5.3	-	5.0	5.1	0.1
	Range	2.0-10.0+	2.0-10.0+		2.3-10.0	2.6-10.0		3.0-10.0	2.8-9.0		4.2-10.0	3.4-10.0	
9	N	91			103			102			98		
	Q3	6.6	6.9	0.3	6.6	6.8	0.2	7.2	7.3	0.1	7.0	7.2	0.2
	Mdn	5.5	5.6	0.1	5.5	5.7	0.2	6.3	6.3	-	6.0	6.4	0.4 *
	Q1	4.5	4.7	0.2	4.4	4.9	0.5 *	5.6	5.6	-	5.3	5.4	0.1
	Range	3.0-10.0	3.0-10.0		2.5-10.0	2.0-10.0		4.3-10.0	4.2-10.0		3.8-9.0	3.4-10.0	

* Differences are Reliable (i.e., only 5 times in 100 would a difference this large occur by chance)

N = 116 SENT
93 RETURNED (83%)

OAKLAND PUBLIC SCHOOLS
RESEARCH DEPARTMENT

PARENT EVALUATION OF SUMMER SCHOOL, 1965

WE WANT TO KNOW WHAT YOU THINK AND HOW YOU FEEL ABOUT YOUR SON'S OR DAUGHTER'S BEING IN THE SUMMER SCHOOL THIS YEAR. PLEASE ANSWER THE QUESTIONS AND ASK YOUR SON OR DAUGHTER TO TAKE THIS FORM TO SCHOOL TOMORROW IN THE ENVELOPE PROVIDED.

A. FOR EACH ITEM, PLEASE CHECK (✓) IN FRONT OF THE WORDS THAT TELL MOST NEARLY HOW YOU FEEL AND THINK ABOUT THE PROGRAM.

1. ABOUT READING AT HOME, MY CHILD:

A.	43%	READS MUCH MORE NOW	B.	28%	READS A LITTLE MORE NOW	C.	25%	READS ABOUT THE SAME AMOUNT NOW	D.	1%	READS A LITTLE LESS NOW	E.	3%	READS MUCH LESS NOW

2. COMPARED TO SCHOOL LAST WINTER, MY CHILD:

A.	57%	LIKES SUMMER SCHOOL MUCH BETTER	B.	20%	LIKES SUMMER SCHOOL A LITTLE MORE	C.	13%	LIKES SUMMER SCHOOL ABOUT THE SAME	D.	3%	LIKES SUMMER SCHOOL A LITTLE LESS	D.	2%	LIKES SUMMER SCHOOL MUCH LESS

3. IN WORKING WITH NUMBERS MY CHILD:

A.	34%	SEEMS TO WORK WITH THEM MUCH BETTER NOW	B.	46%	SEEMS TO WORK WITH THEM A LITTLE BETTER NOW	C.	16%	SEEMS TO WORK WITH THEM ABOUT THE SAME NOW	D.	1%	SEEMS TO WORK A LITTLE MORE POORLY NOW	D.	2%	SEEMS TO WORK MUCH MORE POORLY

4. COMPARED TO YEARS WHEN MY CHILD DID NOT GO TO SUMMER SCHOOL, THIS YEAR HE OR SHE:

A.	48%	GOT ALONG MUCH BETTER WITH OTHER PEOPLE	B.	19%	GOT ALONG A LITTLE BETTER WITH OTHER PEOPLE	C.	29%	GOT ALONG ABOUT THE SAME WITH OTHER PEOPLE	D.	1%	GOT ALONG A LITTLE WORSE WITH OTHER PEOPLE	E.	1%	GOT ALONG MUCH WORSE WITH OTHER PEOPLE

5. COMPARED TO LAST SCHOOL YEAR, MY CHILD IS:

A.	58%	NOW INTERESTED IN MANY MORE THINGS	B.	26%	NOW INTERESTED IN A FEW MORE THINGS	C.	13%	ABOUT THE SAME INTERESTS AS BEFORE	D.	0%	NOW INTERESTED IN A FEW LESS THINGS	E.	0%	NOW INTERESTED IN MANY LESS THINGS

TYPICAL RESPONSES:

B. IN WHAT WAY HAS SUMMER SCHOOL HELPED YOUR CHILD? MORE ACTIVE, INTERESTED CHILD: BETTER IN READING AND ARITHMETIC.

C. IN WHAT WAYS COULD SUMMER SCHOOL BE IMPROVED? STUDENTS NEED MORE WORK: CLASSWORK, HOMEWORK.

D. IF FUNDS ARE AVAILABLE FOR A SUMMER PROGRAM NEXT YEAR, WOULD YOU BE INTERESTED IN HAVING YOUR CHILD ATTEND AGAIN?

YES. OVERWHELMINGLY (ONLY 2 SAID WOULDN'T SEND CHILD TO SUMMER SCHOOL NEXT YEAR).

SSS

OAKLAND PUBLIC SCHOOLS
Research Department

STUDENT EVALUATION OF SUMMER SCHOOL, 1965

We are asking for your ideas and suggestions for improving summer school next year.

A. Please check if you are a BOY [46%] (N=193) or GIRL [54%] (230) Total = 423 Grade 7, 8, 9

(Difference not significant.)

B. How much did you like coming to summer school?

N=164	[39%]	Very much	218	[52%]	It was all right	27 [6%]	Not very much

14 [3%] Not at all — Total = 423

(Differences are significant.)

C. Would you be interested in coming to summer school again next year?

N=232	[55%]	Yes	177 [42%]	No

Total = 409

(Difference not significant.)

Random sample of 100 questionnaires from 7th, 8th, and 9th grades:

D. What three things have you liked most about summer school?

		N		N		N
1.	Trips-	62	Teachers-	10	Work-	5
	Rec. Games	49	Art	10		
2.	Snacks	24	Woodshop	8		
	Assembly	24	New People	7		
3.	Arithmetic	19	Learn More	6		
	Reading	17	Breaks	6		

E. What three things have you liked least?

		N	
1.	Teachers	11	Generally, restrictive measures.
	Reading	12	
2.	Arithmetic	14	
	Boys, Girls	5	
3.	Chabot trip	5	
	Nothing	5	

F. What things about summer school do you think should be changed to make it better?

	N	
Nothing	14	Fewer restrictions and controls.
Food	8	
Improve Cafeteria	7	

TABLE 5 APPENDIX B - 1

Teacher Ratings Of Summer School Students' Performance In Selected Areas During The Fall, 1965 Semester

8TH GRADE

AREAS RATED	Much Better Than Most				Better Than Most				About The Same As Most				Poorer Than Most				Much Poorer Than Most			
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Compared To Last Year																				
ATTENDANCE																				
English	1	7	6	23	6	40	11	42	8	53	6	23	-		3	12	-		-	
Social Studies	7	47	4	16	2	13	11	44	5	33	7	28	1	7	3	12	-		-	
Science	4	25	3	11	3	19	8	31	8	50	15	58	1	6	-		-		-	
Mathematics	5	33	2	13	5	33	4	27	4	27	7	46	1	7	1	7	-		1	7
ATTITUDE																				
English	2	14	3	13	2	14	9	35	8	58	9	35	2	14	3	13	-		1	4
Social Studies	4	23	6	26	3	18	7	30	7	41	4	18	3	18	4	18	-		2	8
Science	3	19	2	8	3	19	8	31	5	31	8	31	5	31	7	26	-		1	4
Mathematics	4	29	2	15	3	21	5	38	4	29	2	15	-		2	15	3	21	2	15
ACHIEVEMENT																				
English	-		-		2	14	8	31	5	36	8	31	5	36	8	31	2	14	2	7
Social Studies	1	7	1	4	3	18	5	23	9	52	11	50	4	23	3	14	-		2	9
Science	-		-		2	13	3	11	7	47	13	50	5	33	9	35	1	7	1	4
Mathematics	-		1	9	4	29	3	23	5	36	5	38	3	21	2	15	2	14	2	15
ABILITY TO ACHIEVE																				
English	-		-		1	7	2	8	6	40	12	48	7	46	10	40	1	7	1	4
Social Studies	-		1	4	3	18	4	16	5	29	12	48	9	53	7	28	-		1	4
Science	-		-		3	19	-		7	44	13	50	5	31	11	42	1	6	2	8
Mathematics	-		-		3	20	3	20	5	33	7	46	3	20	4	27	4	27	1	7
Compared To Others In Class																				
GENERAL READING SKILLS																				
English	-		-		2	13	7	27	8	53	10	38	4	27	8	31	1	7	1	4
Social Studies	-		-		4	23	8	32	7	41	15	60	5	29	1	4	1	7	1	4
Science	-		-		3	19	5	19	9	56	14	54	3	19	7	27	1	6	-	
Mathematics	-		-		4	34	2	17	6	50	7	58	1	8	3	25	1	8	-	
AMOUNT OF READING																				
English	-		-		2	13	4	15	6	40	11	42	6	40	10	39	1	7	1	4
Social Studies	-		-		3	18	7	28	9	53	12	48	5	29	4	16	-		2	8
Science	1	6	-		1	6	4	15	6	38	12	46	7	44	9	35	1	6	1	4
Mathematics	-		-		2	17	1	9	7	58	7	64	1	8	2	12	2	17	-	

TABLE 6

Teacher Ratings Of Summer School Students' Performance In Selected Areas During The Fall, 1965 Semester

9TH GRADE

AREAS RATED	Much Better Than Most				Better Than Most				About The Same As Most				Poorer Than Most				Much Poorer Than Most			
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Compared To Last Year																				
ATTENDANCE																				
English	6	26	6	22	7	30	13	48	9	39	7	26	-		1	4	1	5	-	
Science	2	29	3	12	7	29	5	20	9	36	11	44	1	4	6	24	-		-	
Mathematics	1	5	9	39	8	42	4	17	9	48	6	27	-		4	17	1	5	-	
ATTITUDE																				
English	1	4	7	28	7	32	12	48	10	46	6	24	3	14	-		1	4	-	
Science	3	12	4	17	7	29	5	21	10	42	10	41	4	17	4	17	-		1	4
Mathematics	1	5	6	24	7	39	9	36	7	39	8	32	3	17	2	8	-		-	
ACHIEVEMENT																				
English	2	9	3	12	3	13	6	25	10	43	10	42	7	30	4	17	1	5	1	4
Science	-		2	9	7	30	3	14	11	48	10	45	5	22	7	32	-		-	
Mathematics	-		-		3	17	8	35	11	61	10	43	4	22	3	13	-		2	9
ABILITY TO ACHIEVE																				
English	-		-		4	14	4	15	11	48	20	74	8	38	2	7	-		1	4
Science	-		-		5	21	3	12	8	33	11	44	8	33	11	44	3	13	-	
Mathematics	-		-		3	16	8	33	7	37	7	29	8	42	8	33	1	5	1	5
Compared To Others In Class																				
GENERAL READING SKILLS																				
English	3	13	3	11	6	26	5	18	10	43	15	56	2	9	4	15	2	9	-	
Science	-		-		5	21	9	36	12	50	12	48	7	29	4	16	-		-	
Mathematics	-		1	7	4	36	4	29	5	45	8	57	2	19	1	7	-		-	
AMOUNT OF READING																				
English	1	5	1	4	3	13	7	26	11	47	15	55	7	30	4	15	1	5	-	
Science	1	5	2	9	4	17	5	21	12	52	10	41	6	26	7	29	-		-	
Mathematics	-		1	5	1	10	4	24	8	80	11	66	1	10	1	15	-		-	

FREQUENCY OF HIGH AND LOW TEACHER RATINGS OF SUMMER SCHOOL STUDENTS' PERFORMANCE IN SELECTED AREAS DURING THE FALL, 1965 SEMESTER 8TH AND 9TH GRADES

AREAS RATED	8TH GRADE								9TH GRADE							
	BOYS				GIRLS				BOYS				GIRLS			
	HIGH		LOW		HIGH		LOW		HIGH		LOW		HIGH		LOW	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ATTENDANCE																
ENGLISH	7	47	-		17	65	3	12	13	56	1	5	19	70	1	4
SOCIAL STUDIES	9	60	1	7	15	60	3	12	–		–		–		–	
SCIENCE	7	44	1	6	11	42			9	58	1	4	8	32	6	24
MATHEMATICS	10	66	1	7	6	40	2	14	9	47	1	5	13	56	4	17
TOTAL	33*		3		49*		8		31*		3		40*		11	
$\bar{X}$	8.3		.8		12.3		2		10.3		1		13.3		3.7	
ATTITUDE																
ENGLISH	4	28	2	14	12	48	4	17	8	36	4	18	19	76	-	
SOCIAL STUDIES	7	41	3	18	13	56	6	26	–		–		–		–	
SCIENCE	6	38	5	31	10	39	8	30	10	41	4	17	9	38	5	21
MATHEMATICS	7	50	3	21	7	53	4	30	8	44	3	17	15	60	2	8
TOTAL	24		13		42*		22		26*		11		43*		7	
$\bar{X}$	6		3.3		10.5		5.5		8.7		3.7		14.3		2.3	
ACHIEVEMENT																
ENGLISH	2	14	7	50	8	31	10	38	5	22	8	35	9	37	5	21
SOCIAL STUDIES	4	25	4	23	6	27	5	23	–		–		–		–	
SCIENCE	2	13	6	40	3	11	10	39	7	30	5	22	5	23	7	32
MATHEMATICS	4	29	5	35	4	31	4	30	3	17	4	22	8	35	5	22
TOTAL	12		22		21		29		15		17		22		17	
$\bar{X}$	3		5.5		5.3		7.3		5		5.7		7.3		5.7	
ABILITY TO ACHIEVE																
ENGLISH	1	7	8	53	2	8	11	44	4	14	8	38	4	15	3	11
SOCIAL STUDIES	3	18	9	53	5	20	8	32	–		–		–		–	
SCIENCE	3	19	6	37			13	50	5	21	11	46	3	12	11	44
MATHEMATICS	3	20	7	47	3	20	5	34	3	16	9	47	8	33	9	38
TOTAL	10		30*		10		37*		12		28*		15		23	
$\bar{X}$	2.5		7.5		2.5		9.3		4		9.3		5		7.7	
GENERAL READING SKILL																
ENGLISH	2	13	5	34	7	27	9	35	9	39	4	18	8	29	4	15
SOCIAL STUDIES	4	23	6	35	8	32	2	8	–		–		–		–	
SCIENCE	3	19	4	25	5	19	7	27	5	21	7	29	9	36	4	16
MATHEMATICS	4	34	2	16	2	17	3	25	4	36	2	19	5	36	1	7
TOTAL	13		17		22		22		18		13		22		9	
$\bar{X}$	3.3		4.3		5.5		5.5		6		4.3		7.3		3	
AMOUNT OF READING																
ENGLISH	2	13	7	47	4	15	11	44	4	18	8	35	8	30	4	15
SOCIAL STUDIES	3	18	5	29	7	28	6	22								
SCIENCE	2	12	8	50	4	15	10	39	5	22	6	26	7	30	7	29
MATHEMATICS	2	17	3	25	1	9	2	12	1	10	1	10	5	29	1	15
TOTAL	9		23*		16		29		10		15		23		12	
$\bar{X}$	2.3		5.8		4		7.3		3.3		5		6.7		4	

* STATISTICALLY SIGNIFICANT DIFFERENCES USING X^2 TEST, SEE TABLES 8 AND 9.

TABLE 8

CHI Square Test of the Significance of the Differences Between Frequencies of High Versus Low Teacher Ratings Assigned to Summer School Students in the Fall, 1965 Follow-Up Study

(8TH GRADE)

High vs. Low Ratings

Boys

AREAS RATED	High	Low	X^2	
	N	N	df = 1	P
ATTENDANCE	33	3	25.00	$<.001$
ATTITUDE	24	13	Not Significant	
ACHIEVEMENT	12	22	Not Significant	
ABILITY TO ACHIEVE	10	30	10.00	$<.01$
GENERAL READING SKILLS	13	17	Not Significant	
AMOUNT OF READING	9	23	6.13	$<.02$

Girls

AREAS RATED	High	Low	X^2	
	N	N	df = 1	P
ATTENDANCE	49	8	29.49	$<.001$
ATTITUDE	42	22	6.25	$<.02$
ACHIEVEMENT	21	29	Not Significant	
ABILITY TO ACHIEVE	10	37	15.51	$<.001$
GENERAL READING SKILLS	22	22	Not Significant	
AMOUNT OF READING	16	29	Not Significant	

TABLE 9

CHI Square Test of the Significance of the Differences Between Frequencies of High Versus Low Teacher Ratings Assigned to Summer School Students in the Fall, 1965 Follow-Up Study

(9TH GRADE)

High vs. Low Ratings

Boys

AREAS RATED	High	Low	X^2	
	N	N	df = 1	P
ATTENDANCE	31	3	25.48	<.001
ATTITUDE	26	11	6.08	<.02
ACHIEVEMENT	15	17	Not Significant	
ABILITY TO ACHIEVE	12	28	6.40	<.02
GENERAL READING SKILLS	18	13	Not Significant	
AMOUNT OF READING	10	15	Not Significant	

Girls

AREAS RATED	High	Low	X^2	
	N	N	df = 1	P
ATTENDANCE	40	11	16.49	<.001
ATTITUDE	43	7	11.27	<.001
ACHIEVEMENT	22	17	Not Significant	
ABILITY TO ACHIEVE	15	23	Not Significant	
GENERAL READING SKILLS	21	22	Not Significant	
AMOUNT OF READING	20	27	Not Significant	

TABLE 10

CHI Square Test of the Significance of the Differences Between Frequencies of Teacher Ratings Assigned to Summer School Boys Versus Girls in the Fall, 1965 Follow-Up Study

(8TH GRADE)

High Ratings

AREAS RATED	Boys	Girls	X^2 df = 1	P
	N	N		
ATTENDANCE	33	49	Not Significant	
ATTITUDE	24	42	4.9	<.05
ACHIEVEMENT	12	21	Not Significant	
ABILITY TO ACHIEVE	10	9	Not Significant	
GENERAL READING SKILLS	13	19	Not Significant	
AMOUNT OF READING	9	16	Not Significant	

Low Ratings

AREAS RATED	Boys	Girls	X^2 df = 1	P
	N	N		
ATTENDANCE	3	8	Not Significant	
ATTITUDE	13	22	Not Significant	
ACHIEVEMENT	22	29	Not Significant	
ABILITY TO ACHIEVE	30	37	Not Significant	
GENERAL READING SKILLS	17	22	Not Significant	
AMOUNT OF READING	23	29	Not Significant	

TABLE 11

CHI Square Test of the Significance of the Differences Between Frequencies of Teacher Ratings Assigned to Summer School Boys Versus Girls in the Fall, 1965 Follow-Up Study

(9TH GRADE)

High Ratings

AREAS RATED	Boys	Girls	X^2 df = 1	P
	N	N		
ATTENDANCE	31	40	Not Significant	
ATTITUDE	26	43	4.19	<.05
ACHIEVEMENT	15	22	Not Significant	
ABILITY TO ACHIEVE	12	15	Not Significant	
GENERAL READING SKILLS	18	22	Not Significant	
AMOUNT OF READING	10	20	Not Significant	

Low Ratings

AREAS RATED	Boys	Girls	X^2 df = 1	P
	N	N		
ATTENDANCE	3	11	4.57	<.05
ATTITUDE	11	7	Not Significant	
ACHIEVEMENT	17	17	Not Significant	
ABILITY TO ACHIEVE	28	23	Not Significant	
GENERAL READING SKILLS	13	9	Not Significant	
AMOUNT OF READING	15	12	Not Significant	

TABLE 12

Distribution of Grades Assigned by Teachers to Summer School Students in the Follow-Up Study

CLASS / GRADE LEVEL	GRADES																TOTALS			
	A				B				C				D				F				8TH GRADE		9TH GRADE	
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys	Girls	Boys	Girls
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
ENGLISH																								
8	-		-		-		4	16	4	29	9	36	9	64	9	36	1	7	3	12	14	25		
9	-		1	4	-		4	15	10	48	12	46	10	48	8	31	1	4	1	4			21	27
SOCIAL STUDIES																								
8	-		-		1	6	2	9	9	53	12	52	6	35	6	26	1	6	3	13	17	23		
9																								
SCIENCE																								
8	-		-		1	6	4	17	5	31	12	50	7	44	5	21	3	19	3	12	16	24		
9	1	4			3	12	8	32	7	29	7	28	11	46	9	36	2	9	1	4			24	25
MATHEMATICS																								
8	-		1	7	1	7	3	21	6	40	3	21	5	33	5	36	3	20	2	15	15	14		
9					1	5	2	8	9	53	14	62	4	24	5	22	3	18	2	8			17	23
TOTALS																								
8	-		1	1	3	5	13	15	24	38	36	42	27	43	25	29	8	12	11	13	62	86		
9	1	2	1	1	4	6	14	19	26	42	33	45	25	40	22	30	6	10	4	5			62	74

TABLE 13

Teacher Grades Categorized into High and Low Groupings

AREAS RATED	HIGH RATINGS (A & B)								LOW RATINGS (D & F)							
	8th Grade				9th Grade				8th Grade				9th Grade			
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ENGLISH	-		5	20	-		5	19	10	71	12	48	11	52	9	35
SOCIAL STUDIES	1	6	2	9	-		-		7	41	9	39	-		-	
SCIENCE	1	6	4	17	4	17	8	33	10	63	8	33	13	54	10	40
MATHEMATICS	1	7	4	29	1	6	2	9	8	53	7	50	7	41	7	30
TOTAL	3		15		5		15		35		36		31		26	

TABLE 14

Eighth Grade Summer School Students' Self-Ratings In Selected Areas Of Their Work In English, Social Studies and In Science Classes

(Ratings Obtained: Fall, 1965)

AREAS RATED	Better (more, greater, faster) Than Last Year				About The Same As Last Year				Not As Well (often, great, etc.) As Last Year			
	Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%
SKILL IN READING												
English	19*	83	15	63	4	17	9	37	-		-	
Social Studies	15	65	17*	71	7	30	7	29	1	5	-	
Science	15*	71	18*	78	6	29	5	22	-		-	
Total	49		50		17		21		1		-	
UNDERSTANDING WHAT IS READ												
English	16	70	13	54	7	30	11	46	-		-	
Social Studies	12	52	11	46	10	43	13	54	1	5	-	
Science	11	58	16*	73	7	37	6	27	1	5	-	
Total	39		40		24		30		2		-	
READ DURING FREE READING TIME												
English	14	61	12	50	7	30	12	50	2	9	-	
Social Studies	14	61	14	58	6	26	10	42	3	13	-	
Science	11	52	18*	78	9	43	5	22	1	5	-	
Total	29		44		22		27		6		-	
INTEREST IN READING												
English	12	52	16	67	11	48	8	33	-		-	
Social Studies	16	70	15	63	7	30	9	37	-		-	
Science	14	67	16	70	7	33	7	30	-		-	
Total	42		47		25		24		-		-	
SPEED OF READING												
English	17*	74	17*	71	6	26	7	29	-		-	
Social Studies	16	70	14	61	6	26	9	39	1	4	-	
Science	12	57	16	70	9	43	7	30	-		-	
Total	45		47		21		23		1		-	
USE OF LIBRARY												
English	9	39	9	38	12	52	13	54	2	9	2	8
Social Studies	14	61	8	36	9	39	13	59	-		1	5
Science	13	62	18*	78	6	29	5	22	2	9	-	
Total	36		35		27		31		4		3	

* = Differences between frequencies of Better (more, etc.) versus Same self-ratings are significant ($P < .05$ or beyond, based on X^2 test, df = 1).

TABLE 15

Ninth Grade Summer School Students' Self-Ratings In Selected Areas Of Their Work In English And Science Classes

(Ratings Obtained: Fall, 1965)

AREAS OF SELF-RATINGS	Better (more, greater, faster) Than Last Year		About The Same As Last Year		Not As Well (often, great, etc.) As Last Year	
	Boys	Girls	Boys	Girls	Boys	Girls
	N %	N %	N %	N %	N %	N %
SKILL IN READING						
English	13 59	10 45	9 41	12 55	-	-
Science	15 64	12 55	8 33	10 45	1 3	-
Total	28	22	17	22	1	-
$\bar{X}$	14	11	8.5	11	1	-
UNDERSTANDING WHAT IS READ						
English	17* 77	17* 77	5 13	4 18	-	1 5
Science	20 83	17* 81	17 17	4 19	-	-
Total	37	34	22	8	-	1
$\bar{X}$	18.5	17	11	4	-	1
READ DURING FREE READING TIME						
English	7 32	10 48	13 59	11 52	2 9	-
Science	12 50	9 41	11 46	13 59	1 4	-
Total	19	19	24	24	3	-
$\bar{X}$	9.5	9.5	12	12	1.5	-
INTEREST IN READING						
English	11 46	12 57	13 54	9 43	-	-
Science	14 61	13 62	9 39	8 38	-	-
Total	25	25	22	17	-	-
$\bar{X}$	12.5	12.5	11	8.5	-	-
SPEED OF READING						
English	17* 71	16* 76	6 25	5 24	1 4	-
Science	16 67	14 67	8 33	7 33	-	-
Total	33	30	14	12	1	-
$\bar{X}$	16.5	15	7	6	1	-
USE OF LIBRARY PERIOD						
English	8 38	12 45	11 52	10 55	2 10	-
Science	14 58	10 45	8 33	12 55	2 9	-
Total	22	22	19	22	4	-
$\bar{X}$	11	11	9.5	11	2	-

* = Differences between frequencies of Better (more, etc.) versus Same self-ratings are significant ($P < .05$ or beyond, based on X^2 test, df = 1).

TABLE 16

Summer School Students' Self-Ratings In Selected Areas Of Their Work In Mathematics Class

(Ratings Obtained: Fall, 1965)

8TH GRADE

AREAS OF SELF-RATINGS	Better (easier, greater) Than Last Year				About As Well As Last Year				Not As Well (harder, less) As Last Year			
	Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%
PROBLEM SOLVING SKILLS	12	70	11	48	5	30	9	39	-		3	13
DIFFICULTY OF THE WORK	9	53	6	26	6	35	13	57	2	12	4	17
INTEREST IN MATHEMATICS	12*	71	12	52	4	24	8	35	1	5	3	13
SKILL IN READING WORD PROBLEMS	10	56	10	43	7	39	10	43	1	5	3	14
Total	43		39		22		40		4		13	

9TH GRADE

PROBLEM SOLVING SKILLS	16*	76	14*	74	5	24	4	21	-		1	5
DIFFICULTY OF THE WORK	17*	81	10	53	3	14	7	37	1	5	2	10
INTEREST IN MATHEMATICS	11	52	15*	79	9	43	3	16	1	5	1	5
SKILL IN READING WORD PROBLEMS	16*	76	13	68	5	24	6	32	-		-	
Total	60		52		22		20		2		3	

* = Differences between frequencies of Better (easier, etc.) versus About As Well self-ratings are significant ($P < .05$ or beyond, based on X^2 test, df=1).

TABLE 17

Summer Students' Self-Ratings In General Areas
Of Their School Work

(Ratings Obtained: Fall, 1965)

8TH GRADE

AREAS OF SELF-RATINGS	Better (greater, more) Than Last Year				About As Well As Last Year				Less Well (now, often, poorer) Than Last Year			
	Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%
CAN READ	14*	82	18*	78	3	12	5	22	-		-	
INTEREST IN SCHOOL	9	53	8	35	8	47	15	65	-		-	
GRADES	5	29	10	43	11	65	11	48	1	6	2	9
AT HOME, READ	6	43	13	57	7	50	9	39	1	7	1	4
NOW GO TO PUBLIC LIBRARY	5	38	5	22	4	24	12	52	5	38	6	26

9TH GRADE

CAN READ	10	67	15	68	8	33	7	32	-		-	
INTEREST IN SCHOOL	12	55	12	60	10	45	8	40	-		-	
GRADES	18*	75	12	57	5	21	9	43	1	4	-	
AT HOME, READ	11	46	15*	71	13	54	6	29	-		-	
NOW GO TO PUBLIC LIBRARY	4	17	2	10	13	54	15	71	7	29	4	19

* = Differences between frequencies of Better (greater, etc.) versus About As Well self-ratings are significant ($P < .05$ or beyond, based on X^2 test, df=1).

TABLE 18

Summary Of Areas Of School Work In Which Summer School Students Rated Their Performance As Better Now Significantly More Often Than They Rated It As About The Same Now As Last Year

AREAS RATED	8TH GRADE		9TH GRADE	
	Boys	Girls	Boys	Girls
ENGLISH				
Skill In Reading	X			
Understanding What Is Read			X	X
Speed Of Reading	X	X	X	X
SOCIAL STUDIES				
Skill In Reading		X		
SCIENCE				
Skill In Reading	X	X		
Understanding What Is Read		X		X
Read During Free Reading Time		X		
Use Of Library		X		
MATHEMATICS				
Problem Solving Skills			X	X
Difficulty Of The Work			X	
Interest In Mathematics	X			X
Skill In Reading Word Problems			X	
GENERAL				
Can Read	X	X		
Grades			X	
At Home, Read		X		

TABLE 19

Principal/Counselor Ratings Of Summer School Students' Performance In Selected Areas During The Fall, 1965 Semester

(Ratings Obtained: Fall, 1965)

8TH GRADE

AREAS RATED	Much Better Than Last Year				Better Than Last Year				About The Same As Last Year				Poorer Than Last Year				Much Poorer Than Last Year			
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ATTENDANCE	-		-		4	21	8	33	15	79	14	59	-		2	8	-		-	
ATTITUDE	-		1	4	3	16	11	46	15	79	9	38	1	5	3	12	-		-	
ACHIEVEMENT	-		-		4	21	9	38	15	79	13	54	-		2	8	-		-	

9TH GRADE

ATTENDANCE	-		3	12	2	9	5	19	20	91	18	69	-		-		-		-	
ATTITUDE	-		3	12	6	27	12	46	16	73	11	42	-		-		-		-	
ACHIEVEMENT	-		5	19	7	32	8	31	14	64	13	50	1	4	-		-		-	

OAKLAND PUBLIC SCHOOLS
Research Department

Follow-Up Of The 1965 Secondary Summer School (SSS) Project

(Economic Opportunity Act)

A follow-up of the SSS Project is being arranged at this time to fulfill the research design of the project proposal as submitted to the office of Economic Opportunity. This follow-up will attempt to get answers to the following basic questions:

How are the students who attended the OPS Secondary Summer School doing now in terms of general academic performance?

The answers to this major question will be sought through:

- Teacher's evaluation (in terms of ratings of achievement, reading proficiencies and attitudes).
- Student opinion (is school work easier? interest in school greater? etc.).
- OPS survey test data where available (Responsibility of Research Dept.).

This follow-up of course will involve only those teachers who have students that attended the OPS Summer School. It is hoped that this follow-up activity will involve a minimum of staff and student time.

RAL:kfc
12/1/65

OAKLAND PUBLIC SCHOOLS
Research Department

PRINCIPAL/COUNSELOR'S FORM

Student_____ Grade_____ School_____
8th or 9th

Person completing questionnaire_____ Date_____

Directions: Place a check mark (✓) under the phrase that you feel best completes the statement.

Compared with the record made last year, in general:

This student's	Much Better Than Last Year	Better Than Last Year	About The Same As Last Year	Poorer Than Last Year	Much Poorer Than Last Year
attendance now is					
attitude now is					
achievement now is					

Additional comments about this student:

RAL:kfc
12/1/65

OAKLAND PUBLIC SCHOOLS
Research Department

TEACHER'S FORM

Student_____ Grade_____ (8th or 9th) School_____

Subject_____ Grade Average to date_____ Teacher_____

Did you have the student last year? _____ (Yes No) Date_____

Directions: Place a check mark (✓) under the phrase that you feel best completes the statement.

1. Compared with other students in this class:

This student's	Much Better Than Most	Better Than Most	About The Same As Most	Poorer Than Most	Much Poorer Than Most
attendance is					
attitude is					
achievement is					

Comments: (Use other side if more space is required)

2. Compared to his ability to achieve, in this class:

This student is	Much Above Expectation	Above Expectation	At Level Expected	Below Level Expected	Much Below Level Expected
Achieving					

Comments:

3. Compared with the general reading skills of the other students in this class:

This student's	Much Better Than Most	Better Than Most	About The Same As Most	Poorer Than Most	Much Poorer Than Most
Reading Skills are					

Comments:

4. Compared with the amount of reading accomplished by other students in this class:

This student	Much More Than Most	More Than Most	About The Same As Most	Less Than Most	Much Less Than Most
Reads					

Comments:

OAKLAND PUBLIC SCHOOLS
Research Department

STUDENT FORM

NAME_____ GRADE_____ SCHOOL_____
8th or 9th

SUBJECT_____ TEACHER_____

DATE_____

TO THE STUDENT:

A follow-up study is being conducted to find out how things are going now in school for the students who attended the 1965 Oakland Public School summer school.

A brief questionnaire has been prepared. It is made up of three parts. Carefully read the directions for each part so that you will know what to do.

You will be helping us very much in this study if you will answer the questions in each part as well as you can. Thank you for your cooperation.

RAL:kfc
12/1/65

Name_____ School_____

Part I. In this part we want to know how things are going for you in your classes.

You will recall that your work in the summer school program was in reading and arithmetic. Therefore, we first want to find out how you feel things are going for you in those classes in which there is a lot of reading. Then there will be some questions to find out how it is going for you in your mathematics class.

Directions: Read each statement and decide which answer fits you best. Place a check mark (✓) before the answer you choose. Note: In statements below, last year means the last school year.

In English class,

A. I can now read the materials (books, magazines)

1. ____ better than last year.
2. ____ about as well as last year.
3. ____ not as well as last year.

In English class,

B. I can now understand what I read

1. ____ better than last year.
2. ____ about as well as last year.
3. ____ not as well as last year.

In English class,

C. If there is free reading time, I now read

1. ____ more than I did last year.
2. ____ about as often as I did last year.
3. ____ not as often as I did last year.

In English class,

D. My interest in reading now is

1. ____ greater than last year.
2. ____ about the same as last year.
3. ____ not as great as last year.

In English class,

E. I now read

1. ____ faster than last year.
2. ____ neither faster nor slower than last year.
3. ____ slower than last year.

In English class,

F. When there is a library period, I now use the time

1. ____ better than last year.
2. ____ about as well as last year.
3. ____ less well than last year.

Name_____ School_____

Part I. In this part we want to know how things are going for you in your classes.

You will recall that your work in the summer school program was in reading and arithmetic. Therefore, we first want to find out how you feel things are going for you in those classes in which there is a lot of reading. Then there will be some questions to find out how it is going for you in your mathematics class.

Directions: Read each statement and decide which answer fits you best. Place a check mark (✓) before the answer you choose. Note: In statements below, last year means the last school year.

In Social Studies class,

A. I can now read the materials (books, magazines)

1. ____ better than last year
2. ____ about as well as last year.
3. ____ not as well as last year.

In Social Studies class,

B. I can now understand what I read

1. ____ better than last year.
2. ____ about as well as last year.
3. ____ not as well as last year.

In Social Studies class,

C. If there is free reading time, I now read

1. ____ more than I did last year.
2. ____ about as often as I did last year.
3. ____ not as often as I did last year.

In Social Studies class,

D. My interest in reading now is

1. ____ greater than last year.
2. ____ about the same as last year
3. ____ not as great as last year.

In Social Studies class,

E. I now read

1. ____ faster than last year.
2. ____ neither faster nor slower than last year.
3. ____ slower than last year.

In Social Studies class,

F. When there is a library period, I now use the time

1. ____ better than last year.
2. ____ about as well as last year.
3. ____ less well than last year.

Name_____ School_____

Part I. In this part we want to know how things are going for you in your classes.

You will recall that your work in the summer school program was in reading and arithmetic. Therefore, we <u>first</u> want to find out how you feel things are going for you in those classes in which there is a lot of reading. Then there will be some questions to find out how it is going for you in your mathematics class.

<u>Directions</u>: Read each statement and decide which answer fits you best. Place a check mark (✓) before the answer you choose. Note: In statements below, <u>last year</u> means the <u>last school year</u>.

In <u>Science</u> class,

A. I can <u>now</u> read the materials (books, magazines)

1. ____ better than last year.
2. ____ about as well as last year.
3. ____ not as well as last year.

In <u>Science</u> class,

B. I can <u>now</u> understand what I read

1. ____ better than last year.
2. ____ about as well as last year.
3. ____ not as well as last year.

In <u>Science</u> class,

C. If there is free reading time, I <u>now</u> read

1. ____ more than I did last year.
2. ____ about as often as I did last year.
3. ____ not as often as I did last year.

In <u>Science</u> class,

D. My interest in reading <u>now</u> is

1. ____ greater than last year.
2. ____ about the same as last year.
3. ____ not as great as last year.

In <u>Science</u> class,

E. I <u>now</u> read

1. ____ faster than last year.
2. ____ neither faster nor slower than last year.
3. ____ slower than last year.

In <u>Science</u> class,

F. When there is a library period, I <u>now</u> use the time

1. ____ better than last year.
2. ____ about as well as last year.
3. ____ less well than last year.

Name_____

Part I - Continued School_____

Directions: Read each statement and decide which answer fits you best. Place a check mark (✓) before the answer you choose. (Last year means the last school year).

In Mathematics class,

A. I can now work the problems

1. ____ better than last year.
2. ____ about as well as last year.
3. ____ not as well as last year.

In Mathematics class,

B. I find the work

1. ____ easier than last year.
2. ____ neither easier nor more difficult than last year.
3. ____ harder than last year.

In Mathematics class,

C. My interest now is

1. ____ greater than last year.
2. ____ about the same as last year.
3. ____ less than last year.

In Mathematics class,

D. I can now read the word problems

1. ____ better than last year.
2. ____ about as well as last year.
3. ____ less well than last year.

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Name_____

School_____

Part II. Here we want to know how things are going for you generally.

Directions: Put a check mark (✓) under the words that you feel best complete the statement. (Last year means the last school year).

Compared to last year,

	better now	about as well as last year	less well than last year
1. I can generally read	_____	_____	_____
	greater now	about the same as last year	less now than last year
2. My interest in school is	_____	_____	_____
	better now	about the same as last year	poorer now
3. My grades generally are	_____	_____	_____
	more now	about the same amount as last year	less now than last year
4. At Home, generally I read	_____	_____	_____
	more often	about the same amount as last year	less often than last year
5. I now go to the public library	_____	_____	_____

Part III. What suggestions do you have at this time that you feel might make next summer's program an even better one than the one you attended?

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